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ABSTRACT

In 1984-85, the New York City Public Schools received $2,374,686 from the state legislature to operate the School Community Education Program (also known as the Umbrella Program). The program consisted of 46 different projects designed to provide innovative solutions to local educational and school problems. Thirteen of these projects are evaluated in this report. Seven were designed for staff development training, two offered career orientation counseling, one provided parenting skills instruction to students with children, and the remaining three sought to improve attendance, memory, and health among participants. Each evaluation report describes the project briefly, identifies the evaluation methodology, presents the findings, and provides recommendations for improvement. Copies of program-developed assessment instruments are provided when appropriate. The projects evaluated in this volume are: (1) the Staff Development in Writing Project (training in writing instruction, elementary school teachers); (2) the Mathematics Improvement Program (support services for mathematics teachers in grades 2-7); (3) the Help Neighborhood Center (attendance monitoring and counseling for elementary and junior high school students); (4) the Arts in General Education (AGE) Project (training in integrating arts into the general curriculum, elementary school teachers); (5) the Enrichment Program, K-9 (training in meeting needs of high-achieving pupils, for teachers of grades K-9); (6) the Mother and Child in School Program (parenting skills, high school students with children); (7) the Children Improve Memory Ability Program (memory development, grades 1-3); (8) the Sum in One Program (training in music instruction, elementary school teachers); (9) The Traveling Body Shop (human body functions and health, grades 4-6); (10) the Maximizing Access to High Schools Program (career-orientation counseling for gifted students, grades 7-8); (11) the Mastery Learning Program (training in mastery learning methodology, elementary and intermediate teachers); (12) the Early Childhood Language and Literacy project (training in improving communication arts skills, kindergarten teachers); and (13) the Vocational and Career Choices Program (career information services, grades 7-8). (PGD)

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SCHOOL COMMUNITY EDUCATION PROGRAM

IN NEW YORK CITY
1984-85

VOLUME IV

OEA Evaluation Report

EA 019 131

FINAL EVALUATION REPORT

Robert Tobias, Administrator
John Schoener, Senior Manager

December, 1986

SCHOOL COMMUNITY EDUCATION PROGRAM

IN NEW YORK CITY
1984-85

VOLUME IV

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INTRODUCTION

In 1984-85, the New York City Public Schools received $2,374,686 in funding from the New York State Legislature to operate the School Community Education Program (also known as the Umbrella Program). It consisted of 46 different projects designed to provide innovative solutions to local educational and school problems.

The program provided services to about 12,940 participants in the 32 Community School Districts. The majority of these participants (11,613) were elementary and high school pupils. In addition, 238 pre-school children, 929 teachers and supervisors, and 160 community adults took part in the Umbrella Program.

Evaluation reports are presented in four volumes. Volume I contains evaluations for 13 projects which provided reading, mathematics, writing and English instruction. Volume II includes evaluations for three computer literacy projects and four pre-kindergarten programs. Volume III contains evaluations for 13 projects on social, ethnic and environmental studies and instruction on communications and the arts. The remaining 13 projects, presented in volume IV, provided a variety of educational experiences to students, teachers and supervisors. Seven of these projects were designed for staff development training, two offered career orientation counseling, one provided parenting skills instruction to students with children and the other three projects sought to improve attendance, memory and health among participants.

Each report contains a brief project description, describes the evaluation methodology, presents the findings, provides recommendations for improvement and includes copies of program-developed assessment instruments. The reports are listed in order of budgeted function number in the Table of Contents.

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STAFF DEVELOPMENT IN WRITING INSTRUCTION, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Lucy Calkins

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Staff Development in Writing Instruction Project provided training in the teaching of writing to elementary school teachers in 15 Community School Districts (C.S.D.'s 5, 6, 8, 9, 10, 14, 15, 16, 17, 20, 21, 26, 27, 29 and 30). In each district, schools were selected to participate in consultation with the district superintendent, principals, and district curriculum staff. They included schools where teachers had already been trained in the program as well as schools where teachers had shown interest in improving their writing instruction.

In 1984-85, more than 350 teachers participated in the project. Teachers and their supervisors attended conferences and demonstration lessons conducted by teacher trainers and visiting consultants on topics such as writing as a process, improving writing through personal narrative, revision skills and techniques, and holistic evaluation methods. The project also used previously trained teachers as models for new participants who visited their classrooms for demonstration lessons.

The objective of the project was for the students of the participating teachers to improve their writing skills as measured by holistically scored writing samples. The project was funded for $172 thousand by the New York State Legislature, covering staff salaries for teacher trainers and consultants as well as per diem teachers substituting for participating teachers when they attended project activities.

EVALUATION METHODOLOGY

In 1984-85, the evaluation focused for the first time on an analysis of students' writing rather than on teachers' knowledge of instructional methods. In order to assess improvement in students' writing ability, students were given a writing assignment on the first and last day of program activities. From these a representative sample, stratified by district and grade level, was selected. The writing samples were holistically scored by a team of five raters using scales developed by the project coordinator. Each of the five raters reviewed and scored every writing sample. For pupils in kindergarten and grade one, the raters used a scale drawn from the lists of stages children go through in learning to write by Marie Clay (see Appendix A). For pupils in grades two through eight, the raters used a scale adapted from the Personal Narrative Writing Scale in Evaluating Writing by Cooper and Odel (see Appendix B). In both cases, students' writing was scored on a scale from one to five.

FINDINGS

Pre- and posttest writing sample scores were reported for 259 students, exceeding the ten percent minimum random sample established by the evaluation plan (see Table 1). Students in all grade levels achieved mean posttest gains, ranging from .6 score points for eighth-graders to 2.4 score points for kindergarteners. A majority of students (68 percent) achieved a mean posttest score of three or more on the five-point scale. These findings can only be accepted with reservation, however. Because the project did not furnish to the Office of Educational Assessment the five sets of ratings for each pupil, inter-rater reliability could not be established.

CONCLUSIONS AND RECOMMENDATIONS

The Writing Instruction Staff Development program provided training to elementary school teachers in 15 C.S.D.s. The program impact was measured by analyzing students' writing samples. Five raters reviewed each writing sample, though inter-rater reliability was not established. This raises questions about the validity of the findings. If reliability had been established, the program would have been successful in raising students' holistic scores.

This is the first year that the project attempted an assessment of student writing as a measure of project success. In the future, the project must report the five ratings for each student so that inter-rater reliability can be established. In addition, the project should establish a quantifiable program objective

TABLE 1

Students' Mean Pre- and Posttest Holistic Scores[a] on Writing Samples, by Grade
Staff Development in Writing Instruction, 1984-85

		Pretest		Posttest		Mean[b]
Grade	N	Mean	S.D.	Mean	S.D.	Change
K	13	1.0	0.0	3.4	1.1	2.4
1	71	1.4	0.6	3.1	1.0	1.7
2	60	1.8	0.8	3.0	0.9	1.2
3	29	1.7	0.7	2.7	0.9	1.0
4	19	1.7	0.7	2.9	0.5	1.2
5	17	2.5	0.9	3.4	0.9	0.9
6	13	2.2	0.8	3.5	1.3	1.3
7	31	1.8	0.8	2.7	0.8	0.9
8	6	2.2	0.8	2.8	0.9	0.6

[a] Based on scales from one (low) to five (high)

[b] All mean changes except for grade eight were statistically significant at $p<.01$

- Students on all grade levels achieved mean posttest gains ranging from a low of .6 score points to a high of 2.4 score points.
- Greatest gains were made by pupils in kindergarten and grade one.

(for example students will gain one point on a five-point holistic evaluation scale from pretest to posttest or students will make statistically significant gains from pre- to posttest.)

Evaluation Instrument

The Writing Process Project

Teachers College/Umbrella Programs

Because the ultimate goal of this project is to improve the quality of student writing, we will holistically evaluate samples of writing from the first and last day of our work in a district in order to determine whether there has been significant improvement in the writing. On each of these days the assignment will be the same. Students will be asked to select a topic of personal significance to the, and to draft and revise their piece without input from the teacher. The pieces will be dated, saved and then evaluated holistically. These data will be gathered from at least ten classrooms in each of the 14 districts, and these classrooms will be representative of the grade levels involved in the program from that district. We will randomly select ten percent of the children from each of these 140+ classrooms, and the pre- and post- scores will be tabulated for those children. The goal, then is to have a representative sample illustrating the range of districts and grade levels involved.

Methods for holistic evaluation will differ somewhat depending on the age group of the younster. To the best of our knowledge, no one has attempted to evaluate the early writing of primary children in this manner and therefore we have devised our own methods which are explained later. When the students are in grades 2-8, however, we can draw on and adapt methods described in Cooper's test, EVALUATING WRITING.

A group of five raters will each rank all of the written pieces. The raters will achieve reliability because 1) they come from similar backgrounds and 2) they will be carefully trained to reach nearly perfect agreement on samples used for training purposes. The raters will each be a published writer, and they will each have a background in teaching writing. As Cooper suggests, the raters will not use their image of ideal professional writing as an absolute standard of quality, but will instead rate papers relatively according to the range of papers produced.

Because the pieces of writing will be personal narratives, the raters will follow an adaptation of the guidelines from the Personal Narrative Writing Scale on Page 21-24 in Cooper's text (see attached items).

Many of our primary school students will not be able to write at all at the start of our training efforts, and so their growth will need to be evaluated according to developmental sequences of early writing. Again, a team of five raters will

holistically evaluate the samples and again the raters will practice these evaluations with samples of writing so as to achieve reliability. The guiding scale, however, will not be the Personal Narrative Scale but instead a list of stages drawn from Marie Clay's and Susan Sower's descriptions of the stages children go through in learning to write (see attached items). We will identify the stage evidenced in the pre- and in the post-samples. The raters for these pieces will be persons trained in early childhood development and especially in teaching writing in the early grades.

Children Learning to Write (Maria Clay)

Appendix A

A Developmental Ladder

Level 1 Children are not able to differentiate between a drawing and written language.

Level 2 Children are able to differentiate between a drawing and written language.

Level 3 Children begin to use symbols that are used in the culture's system of writing. The children just write strings of letters, but when one asks them to read what they wrote, the children go on and on.

Level 4 Children try to create an alternative correspondence between spoken language and written language, eg. the written response may be the length of the spoken utterance according to the child's own reasoning.

Level 5 Children begin using the syllabic hypothesis, i.e. using one symbol for one syllable.

Level 6 Children use both the syllabic and alphabetic hypothesis (a relationship between letters and sounds).

Level 7 Children "break code." They are now on their way to developing their written language according to how adults use it in the culture. This is when they begin to grapple with their invented spellings and begin to discover the conventional spellings used in our orthography.

A hierarchy of spelling skills:

1. random string of letters
2. beginning sounds only
3. beginning and ending sounds
4. beginning, middle, and ending sounds

A typical pattern of learning the letters and using them:

1. single consonants
2. long vowels
3. everything else in no special order: other vowel sounds, digraphs, consonant blends or clusters.

(Sowers, Six Questions Teachers Ask About Invented Spelling)

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Selected elements of Cooper's scale were used for scoring. Raters scored the selected traits with a 2 (low), 6 (middle), or 10 (high) for style or voice, central figure, sequence, and theme. Raters used a 1 (low), 3 (middle), 5 (high) for wording and syntax, spelling and punctuation. The best possible paper could receive these scores:

Trait	Score
Style or voice	10
Central figure	10
Sequence	10
Theme	10
Wording and syntax	5
Punctuation and spelling	5
	50

The lowest scoring paper would receive these scores:

Trait	Score
Style or voice	2
Central figure	2
Sequence	2
Theme	2
Wording and syntax	1
Punctuation and spelling	1
	10

These scores were converted into the same 1-5 scale used for the K-1 samples to facilitate comparison:

10-18 = 1
18-26 = 2
26-34 = 3
34-42 = 4
42-55 = 5

PERSONAL NARRATIVE WRITING SCALE

(in Cooper and Odell, Evaluating Writing, p.21-24)

Note: For the purposes of this evaluation, we will score only the following aspects of the student writing:

I. B. Style or Voice
C. Central Figure
E. Sequence
F. Theme

II. A and B. Wording and Syntax
D and E. Punctuation and Spelling

Appendix A: Personal Narrative Writing Scales

I. General Qualities:

A. Author's Role

The author's role is the relationship of the author to the object, incident, or person. In *autobiography* the author writes about himself/herself. He/she is the main participant. Most of the time he/she will use the pronouns, I, me, we, us. In *biography* the author writes about some other person. He/she is not involved in what happens; he/she is just an observer. He/she uses the pronouns, he, she, him, her, it, they, them.

High The author keeps his/her correct role of either participant or observer throughout.

Middle In autobiography, a few noticeable distracting times the author talks too much about another person's actions; or, in biography, he/she talks too much about his/her own actions.

Low The author talks about himself/herself or others as participant or observer anytime he/she pleases so that you can barely tell whether it is supposed to be autobiography or biography. There is confusion as to author's role. He/she is not consistently either observer or participant.

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B. Style or Voice

High The author states what he/she really thinks and feels. Expressing personal experiences, the writer comes through as an individual, and his/her work seems like his/hers and his/hers alone. The voice we hear in the piece really interests us.

Middle The author uses generalizations or abstract language, seldom including personal details and comments. While the piece may be correct, it lacks the personal touch. The voice seems bland, careful, a little flat, and not very interesting.

Low We don't really hear a recognizable voice in the piece. The style seems flat and lifeless.

C. Central Figure

Details about the central figure make him/her seem "real." The character is described physically and as a person.

High The central figure is described in such detail that he/she is always "real" for you.

Middle The central character can be "seen," but is not as real as he/she could be.

Low The central character is not a real living person; he/she is just a name on a page. You cannot see him/her or understand him/her.

D. Background

The setting of the action is detailed so that it seems to give the events a "real" place in which to happen.

High The action occurs in a well-detailed place that you can almost see.

Middle Sometimes the setting seems vivid and real; but sometimes the action is just happening, and you are not really aware of what the setting is.

Low The action occurs without any detailed setting. You see the action, but you cannot see it in a certain place.

E. Sequence

The order of events is clear, giving the reader a precise view of the sequence of incidents.

High The order of events is always clear to you even if at times the author might talk about the past or the future.

Middle A few times it is not clear which event happened first.

Low You really cannot figure out which event comes first or goes after any other event.

F. Theme

The author chooses the incidents and details for some reason. There seems to be some p
theme holding it all
seems to be a point

High The impor
plained to

Middle You can se
but it is no

Low You cannot
thor.

II. Diction, Syntax, and Mec

A. Wording

High Words are
some of t
seems thou

Middle Common,
paper has
on the oth
he/she sou
also, merits

Low The word
are even us

B. Syntax

High The senten
shows a co
reads smoo
together se

Middle The author
occasionally
Almost no

Low Many probl
and simple
their patter

C. Usage

High There are n
he/she is fa
lish.

Middle A few error
has not quit

Low The writing

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seems to be some purpose behind the choice of subject matter, some *theme* holding it all together and relating the parts to the whole. There seems to be a point to it.

High The importance of the author's subject is either directly explained to you or it is implied in a way that makes it clear.

Middle You can see why the author's subject is important to him/her, but it is not as clearly stated or implied as it could be.

Low You cannot figure out why the subject is important to the author.

II. Diction, Syntax, and Mechanics

A. Wording

High Words are employed in a unique and interesting way. While some of the language might be inappropriate, the author seems thoughtful and imaginative.

Middle Common, ordinary words are used in the same old way. The paper has some trite, over-worked expressions. The author, on the other hand, may work so hard at being different that he/she sounds like a talking dictionary, in which case he/she, also, merits this rating.

Low The word choice is limited and immature. Sometimes words are even used incorrectly—the wrong word is used.

B. Syntax

High The sentences are varied in length and structure. The author shows a confident control of sentence structure. The paper reads smoothly from sentence to sentence. There are no run-together sentences or sentence fragments.

Middle The author shows some control of sentence structure and only occasionally writes a sentence which is awkward or puzzling. Almost no run-ons and fragments.

Low Many problems with sentence structure. Sentences are short and simple in structure, somewhat childlike and repetitious in their patterns. There may be run-ons and fragments.

C. Usage

High There are no obvious errors in usage. The author shows he/she is familiar with the standards of edited written English.

Middle A few errors in usage appear in the paper, showing the author has not quite been consistent in using standard forms.

Low The writing is full of usage errors.

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D. Punctuation

High The author consistently uses appropriate punctuation.

Middle Most of the time the writer punctuates correctly.

Low The writing contains many punctuation errors.

E. Spelling

High All words are spelled correctly.

Middle A few words are misspelled.

Low Many words are misspelled.

Analytic Scale

Reader_____ Paper_____

	Low		Middle		High
I. General Qualities:					
A. Author's Role	2	4	6	8	10
B. Style or Voice	2	4	6	8	10
C. Central Figure	2	4	6	8	10
D. Background	2	4	6	8	10
E. Sequence	2	4	6	8	10
F. Theme	2	4	6	8	10
II. Diction, Syntax, and Mechanics:					_____
A. Wording	1	2	3	4	5
B. Syntax	1	2	3	4	5
C. Usage	1	2	3	4	5
D. Punctuation	1	2	3	4	5
E. Spelling	1	2	3	4	5
					_____
			Total		_____

Dichotomous Scale

Reader_____ Paper_____

	YES	NO	
I.	_____	_____	Author's role consistent
	_____	_____	Interesting personal voice
	_____	_____	Theme clearly presented
	_____	_____	Background rich and supportive
	_____	_____	Sequence of events clear
	_____	_____	Central figure fully developed
II.	_____	_____	Wording unique and developed
	_____	_____	Syntax correct and varied
	_____	_____	Usage errors few
	_____	_____	Punctuation errors few
	_____	_____	Spelling errors few

Total Yes_____

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MATHEMATICS IMPROVEMENT PROGRAM, 1984-85

School Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Aurora Larocca

Prepared by:
Office of Educational Evaluation
New York City Public Schools

PROGRAM DESCRIPTION

The purpose of the Mathematics Improvement Program is to provide support services to teachers in elementary and intermediate schools in Community School Districts (C.S.D.'s) 14 and 32. These services include pupil diagnostic information and prescriptive techniques designed to improve pupil growth in mathematics. In 1984-85, the program served teachers in grades two through seven in 17 schools.

PROGRAM OBJECTIVE

The program objective anticipated that 80 percent of the 17 participating schools would score higher on the posttest than on the pretest of the Stanford Diagnostic Mathematics Test.

POPULATION SERVED

The program provided services to all teachers and students in grades two through seven at 12 elementary and five middle schools in C.S.D. 32. The participating schools were selected by the District Mathematics Coordinator and by the school principals. In addition, District 14 teachers were selected by

school principals to participate in a lesson plan writing activity.

PROGRAM ORGANIZATION AND FUNDING

The New York State Legislature contributed $41 thousand to support project activities. The bulk of these funds were used in District 32 for instructional supplies, data processing equipment and equipment repairs. The remaining funds were used by teachers in District 14 to develop mathematics curricula materials. The project also shared the resources of the Comprehensive Instructional Management System (CIMS).

Both district and Board of Education staff trained participating teachers. Staff development workshops focused on the development of effective prescriptive techniques. In addition, computers were used to provide individual information about pupils needs, progress, and mastery of specific mathematics skills.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of student outcomes on the Stanford Diagnostic Mathematics Test in 17 elementary and intermediate schools. Students' scores for April, 1985 were compared with those obtained in April, 1984. U.S. Department of Education Evaluation Model A was used to determine project impact on student achievement. Percentile ranks based on median grade equivalents were converted to normal curve

equivalent (N.C.E.)* scores. Gains in N.C.E. scores were attributed to project services.

FINDINGS

This section reports the progress of schools in all grades for which complete 1984 and 1985 test scores were available. Table 1 presents overall mean scores on the Stanford Diagnostic Mathematics Test for all schools. Results showed an overall pretest score of 50.3 N.C.E.s; a posttest score of 50.7 N.C.E.s, and a gain of .4 N.C.E.s for all schools. When gains were examined by school, nine (about 53 percent of the total) achieved gains ranging from 1.2 N.C.E.s to 5.5 N.C.E.s, which are higher than the overall N.C.E. mean gain of .4. Seven schools, representing 41 percent of the total population, showed lower mean N.C.E. scores in 1985 than in 1984, resulting in negative gains. One school made the same N.C.E. score in 1984 and in 1985.

CONCLUSIONS AND RECOMMENDATIONS

Student achievement results indicated that about 53 percent of the schools achieved gains ranging from 1.2 to 5.5 N.C.E.s, while the rest of the schools did not achieve any gains. Elementary school students performed better than intermediate school pupils. These data indicate that although about half of

*N.C.E. scores are similar to percentile ranks but, unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and a standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithmetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

TABLE 1

Students' Mean N.C.E. Scores by School,
Stanford Diagnostic Mathematics Test
Mathematics Improvement Program, 1984-85

School	Mean N.C.E. Scores		
	1984	1985	Gain
P.S. 45	52.8	54.8	2.0
P.S. 75	49.8	53.6	3.8
P.S. 86	55.0	53.3	-1.7
P.S. 106	49.4	51.4	2.0
P.S. 116	55.8	59.0	3.2
P.S. 123	48.5	54.0	5.5
P.S. 145	54.0	50.3	-3.7
P.S. 151	58.2	53.4	-4.8
P.S. 274	47.3	50.5	3.2
P.S. 299	60.0	61.2	1.2
P.S. 377	47.2	52.4	5.2
P.S. 384	48.0	47.8	- .2
I.S. 111	40.0	37.5	-2.5
I.S. 162	45.0	41.0	-4.0a
I.S. 291	39.0	35.0	-4.0a
I.S. 296	44.0	44.0	0.0a
I.S. 383	60.7	62.3	1.6
TOTAL	50.3	50.7	.4

[a] Complete test scores were only available for seventh-grade.

- Nine schools (about 53 percent of the total population) showed gains.

the schools achieved gains, the program objective, that 80 percent of the schools showed an improvement, was not met. A review of the data for the past two years indicates that this expectation is too high. In addition, the objective does not specify a quantitative gain expected from students served by teacher participants. The objective as written is too general, it should be more specific (i.e., students at each participating school should make statistically significant gains of at least four N.C.E.s from pre- to post-test).

#5001-48-53413

HELP: NEIGHBORHOOD CENTER, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Walter McDade

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Help Neighborhood Center is a program designed to provide attendance-monitoring services and counseling to chronic absentee students in three schools in Community School District (C.S.D.) 13. The purpose of this program is to identify truant students in these schools and, through the active intervention of project staff, to improve their attendance record.

This program has been in effect for several years and has had a "significant positive impact" on the attendance record of truant students in schools where the program was implemented. In C.S.D. 13, the program led to the district's highest attendance record in ten years.

This year, the program was implemented in three schools in District 13: P.S. 9, P.S. 282, and JHS 250. The objective of the program was that truant students would improve their attendance rate by at least 10 percent by June 30, 1985. Participants in the program were 29 students in grades K-6 from P.S. 9; 35 students in grades K-6 from P.S. 282, and 80 students from the junior high school selected. The pupils were selected through

referrals by the school principal, teachers, guidance counselors and assistant principals, based upon students' records of chronic absenteeism.

Specific elements of the program included home visits and telephone calls by project staff to the participants and their parents. Also, the participants had regular individual and group-meetings with project staff at school where they were offered counseling directed at improving their attitudes towards school and regular attendance.

The project staff worked in close collaboration with the guidance counselor, attendance counselor and principal of each school. The funds allocated were $285 per participant.

Project staff included two family assistants and one coordinator. A total of 144 students in grades two through seven received project services during this school year. The New York State Legislature contributed $35 thousand to support the program.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of student attendance data. Student monthly attendance figures during the period of October, 1984 through January, 1985, were compared with attendance figures during the period of February through May, 1985. It was anticipated that there would be a 10 percent increase in attendance by the end of June, 1985, due to the impact of project services.

FINDINGS

Attendance data were submitted for all 144 students in three schools (see Table 1). The mean number of days in attendance during the "pre-test period" of October, 1984 to January, 1985 was 59 (78 percent of the total number of possible days in attendance). The mean number of days in attendance during the "posttest period" of February to May, 1985 was 64 (83 percent of the total number of possible days in attendance) for a five percent mean gain. The examination of the attendance figures by grade and school reveals that only two groups of students, out of a total of 12, improved their attendance record by achieving an increase of ten and 17 percent, respectively. One of these groups (grade five in P.S. 9) had the lowest rate of attendance but improved it by 17 percent, the highest percentage gain. Pretest rates of attendance for the other groups ranged from 70 to 84 percent and posttest rates ranged from 74 to 89 percent.

CONCLUSIONS AND RECOMMENDATIONS

Analysis of the student attendance data indicates that the program objective was not met. Overall, students increased their attendance rate by five percent rather than by ten percent, as specified in the objective. However, the rates of attendance during the pretest period were relatively high. While these figures are still below citywide fall attendance figures for elementary and junior high school students (see the Chancellor's Report Card, June 1985), they preclude much room for improvement to be shown during the posttest period. In contrast, the

TABLE 1

Students' Mean Attendance Figures,
Help Neighborhood Center, 1984-85

School	Grade	N	OCT. - JAN. Days in Attendance	OCT. - JAN. % of Total	FEB. - MAY Days in Attendance	FEB. - MAY % of Total	Percentage Gain
PS 9	2	5	61	80%	63	81%	1%
	3	4	65	85	69	89	4
	4	8	54	70	61	79	9
	5	6	46	60	60	77	17
	6	6	63	82	62	80	-2
PS 282	1	6	57	74	65	84	10
	2	8	61	80	65	84	4
	3	2	60	78	67	87	9
	4	12	61	80	62	80	0
	5	3	63	82	66	85	3
	6	4	57	74	57	74	0
JHS 258	7	80	61	74	57	74	0
TOTAL		144	59	78	64	83	+5

- There was an overall attendance improvement of five percent.

program was successful in improving the attendance record of two groups of students; particularly one of them who had the lowest attendance rate during the pretest period.

On the basis of these findings, it is recommended that in the future project staff carefully choose participants so that only those students with real truancy problems will be included in the program. For this, a definition of truancy should also be strictly specified.

#5001-48-53418

ARTS IN GENERAL EDUCATION (AGE), 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Elton Warren

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Arts in General Education (AGE) Project provides training in ways to integrate the arts into the general curriculum to elementary school teachers from 32 schools in 12 community school districts. Teachers attended a series of workshops conducted by art specialists, including demonstration lessons and other hands-on activities designed to improve their ability to integrate art experiences into the basic curriculum. Conferences were also provided for principals to support staff development in this area.

In 1984-85, 58 teachers took part in the program, and were selected by the principals of the participating schools. They attended five workshops on dance, music, painting, and other fine arts activities. The project was staffed by one coordinator, who was assisted by specialist consultants.

The objective for 1984-85 was for teacher participants to demonstrate their ability to integrate the arts into the basic instructional program. The project received $47 thousand in funding from the New York State Legislature.

EVALUATION METHODOLOGY

Evaluation activities focused on three areas: 1) teacher response to the AGE workshops; 2) the impact of the workshops on teachers' instructional practices as assessed by their supervisors; and 3) the impact of the program on the participating schools as assessed by the principals.

Teachers' response to the workshops was assessed by a Workshop Evaluation Form distributed at each workshop (Appendix A). Teachers were asked to rate their agreement with five statements about the workshop on a five-point scale from "strongly agree" to "strongly disagree," and to describe the positive and negative features of the workshop. The highest score possible was 25.

The impact of the workshops on the teachers' instructional practices was assessed by a Teacher Survey completed by the teachers' supervisors (Appendix B). The survey consisted of five statements about the teacher's use of art activities in the classroom and asked the supervisor to rate how frequently the statement was true of the teacher. To facilitate analysis, a numerical value was assigned to each response: never=0, seldom=1, sometimes=2, and frequently=3. Percentages and mean scores for each response are reported.

The impact of the AGE program on the participating schools was assessed by a Principals' Survey (Appendix C). Principals were asked to respond to four questions rating the extent of project impact on teachers and students at their schools. To

facilitate analysis, a numerical value was assigned to each response: "a" (most positive) = 3, "b" (less positive) = 2, "c" (less positive) = 1, and "d" in Item 3 (least positive) = 0. Ratings are reported by percentages for each response and a mean score for each item.

FINDINGS

Workshop Evaluations

Workshop evaluation forms were collected from 58 teachers, some of whom attended more than one workshop. The findings are presented in Table 1. Individual workshops received ratings ranging from 88 to 100 percent. On the whole, the workshops received a 96 percent rating, a highly positive and uniform teacher response to workshop activities.

Teacher Surveys

Teacher Surveys were received for 54 teachers (see Table 2). No teacher received a rating of "never" or "seldom" on any item. A majority of teachers were found to perform the target activities "frequently" in every case. Teachers received the highest scores for encouraging students' creative efforts and generating enthusiastic student response; scheduling external arts activities received the lowest rating.

Principals' Survey

Principals' Surveys were received from 26 principals (see Table 3). On the whole, principals were generally positive about the impact of the AGE program on their schools. Ninety percent

TABLE 1

Teachers' Evaluations of the Project Workshops
Arts in General Education, 1984-85

Workshop Title	N	Mean Score[a]	(%)
I. "The Art of the Dance"	35	22	(88%)
II. "Music"	26	25	(100)
III. "Painting, Music, and Media"	35	24	(96)
IV. "The Paintings of Van Gogh"	30	24	(96)
V. "Movement with Music and Art"	32	24	(96)
TOTAL	158	24	(96)

[a] Highest score = 25

- Individual workshops received ratings from participants ranging from 88 to 100 percent.
- On the whole, the workshops had a 96 percent rating, a highly positive teacher response.

TABLE 2

Supervisors' Ratings of Teachers' Use of Arts in Instruction,[a] Arts in General Education, 1984-85

Item	Frequency[b]		Mean[c]
	Sometimes	Frequently	
1. Lesson plans indicate integration of arts activities in instruction	27%	73%	2.7
2. Schedules external arts activities for students	36	64	2.6
3. Provides instruction in basic arts concepts	32	68	2.7
4. Students' demonstrate enthusiastic response to arts activities	4	96	3.0
5. Encourages students' creative efforts	5	95	2.9

[a] N = 54

[b] No item received a rating of "Never" or "Seldom"

[c] Sometimes = 2, Frequently = 3

- A majority of teachers were reported to perform all activities frequently.
- Teachers received highest ratings for encouraging students and generating enthusiastic student response.
- Scheduling external arts activities was the least frequent activity.

TABLE 3

Principals' Response to Project Activities[a]
Arts in General Education, 1984-85

1. Skills learned in AGE workshops benefited classroom instruction at school:		
a) considerably	- 90%	
b) somewhat	- 10%	Mean = 2.9[b]
c) no observable effect	- 0	
2. AGE teachers shared their experiences with other teachers at school:		
a) frequently	- 67%	
b) somewhat	- 33%	Mean = 2.7
c) not at all	- 0	
3. Teachers and/or students benefited from participating in AGE-sponsored external classroom special programs:		
a) considerably	- 90%	
b) somewhat	- 7%	Mean = 2.8
c) no observable effect	- 0	
d) no special programs provided	- 3%	
4. Teachers are interested in participating in future AGE training workshops:		
a) considerable interest	- 87%	
b) limited interest	- 13%	Mean = 2.9
c) no interest	- 0	

[a] N = 26

[b] "a" = 3, "b" = 2, "c" =1, and "d" = 0.

- In general, evaluation of the program's impact by principals was very positive.
- Two-thirds of the teachers shared their training experiences with other teachers at their schools.
- AGE training workshops benefited classroom instruction in nine out of ten cases.

of the principals reported that the AGE program had benefited classroom instruction at their schools, and the same percentage believed that teachers or students had benefited from AGE-sponsored external arts programs. Two-thirds reported that teachers had frequently shared their project-related experiences with other teachers at their schools; this was, however, the lowest rated item.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation findings for 1984-85 showed that the Arts in General Education Program was rated highly by the teachers who participated in it. Further, according to their supervisors, teachers were found to integrate the activities and concepts covered in the workshops into their classroom instruction; and principals reported that the program had benefited their schools. Thus the program was successful in meeting its objective of helping teachers integrate the arts into their instructional programs. Future evaluation objectives, however, should include a quantifiable criterion for each measure of program success (for example, "each workshop will receive a mean rating of at least 20 from teachers," "teachers will receive a rating of at least 12 on the Teacher Survey," and "principals will give the program a rating of at least ten on the Principals' Survey").

New York City Board of Education

APPENDIX A
53418

Division of Curriculum and Instruction
Charlotte Frank, Executive, Director

Office of Special Projects
Lawrence F. Larkin, Director

WORKSHOP EVALUATION FORM

Dear Participant:

Your input from this completed evaluation form will assist us to modify and improve future workshops. Thank you for your cooperation.

DISTRICT_____

DATE OF WORKSHOP_____ WORKSHOP LOCATION_____

WORKSHOP TITLE_____

WORKSHOP LEADER_____

WORKSHOP PARTICIPANT TITLE: SUPERVISOR (ADMINISTRATOR)_____ DISTRICT STAFF_____

OTHER (SPECIFY)_____ TEACHER (GRADE LEVEL)_____ PARAPROFESSIONAL_____

SCHOOL (OPTIONAL)_____ NAME OF RESPONDENT (OPTIONAL)_____

	STRONGLY AGREE 5	AGREE 4	UNDECIDED 3	DISAGREE 2	STRONGLY DISAGREE 1
1. The workshop was effective in presenting the material in a manner that was useful in improving classroom nstruction.					
2. The materials used were relevant and appropriate to the topic.					
3. The goals and objectives of the workshop were achieved.					
4. Workshop participants questions were encouraged and answered professionally.					
5. The workshop demonstra- :ion leader was knowledgeable about the program?					

RECOMMENDATIONS - GENERAL COMMENTS

what did you like the best

A. First: Please list from your professional perceptions and workshop experience the three (3) most significant positive features, qualities and/or highlights of the workshop you just participated in. First impressions are important. One word or a brief sentence to describe your present feeling is adequate.

Positive Features of Workshop:

1. _____

2. _____

_____

what did you like the least

B. Second: List any negative feelings you have about the workshop experience. If none, please write none. Thank you.

Negative Feelings:

1. _____

2. _____

_____

Please use the back of this sheet for any additional recommendations or general comments.

Thank you for your response.

1984-85

ARTS IN GENERAL EDUCATION (AGE)
TEACHERS' SURVEY

TEACHER'S NAME _____ GRADE LEVEL _____

SCHOOL _____ SPECIAL SUBJECT AREA _____

AGE Participation (circle one): Year 1 Year 2 Year 3 More

1. The teacher's lesson plans indicate that she/he integrates arts activities into classroom instruction.

   a. never b. seldom c. sometimes d. frequently

2. AGE teachers scheduled external arts activities for students.

   a. never b. seldom c. sometimes d. frequently

3. The teacher provides instruction in basic art concepts.

   a. never b. seldom c. sometime d. frequently

4. The students' behavior demonstrates enthusiastic response to arts activities.

   a. never b. seldom c. sometimes d. frequently

5. The teacher encourages students' creative efforts.

   a. never b. seldom c. sometimes d. frequently

1984-85

ARTS IN GENERAL EDUCATION (AGE)
PRINCIPALS' SURVEY

PRINCIPALS' NAME_____

SCHOOL_____

1. Skills learned by teachers in AGE training workshops benefited classroon instruction in my school.

   a. considerably b. somewhat c. no observable effect

2. AGE teachers shared their experiences with other teachers at my school.

   a. frequently b. somewhat c. not at all

3. Teachers and/or students at my school benefited from participation in AGE-sponsored external classroom special programs.

   a. considerably b. somewhat c. no observable effect
   d. no external special program provided

4. Teachers at my school are interested in participating in future AGE training workshops.

   a. yes, there is considerable interest
   b. interest is limited to a few teachers
   c. no, teachers do not want to participate

5. Cite at least one specific example of how AGE participation contributed to your school program this year.

#5001-48-53423

ENRICHMENT PROGRAM, K - 9, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Barbara Slatin

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Enrichment Program, K-9 provides staff development for elementary and intermediate school teachers in Community School Districts (C.S.D.'s) 11, 15, 24, 28, and 29. Its focus is on training teachers to meet the needs of high-achieving pupils in kindergarten through grade nine.

In 1984-85, 166 teachers were selected by their principals to take part in the project. They attended five all-day workshops on topics such as assessing the instructional needs of gifted students, differentiating the curriculum for potentially gifted students, Taylor's Multiple Talent Theory, and the Enrichment Renzulli Triad Model. The workshops were conducted by district staff and consultants in gifted education. In addition, a teacher-trainer visited the classroom of each participant three times during the year to provide assistance in implementing project activities.

The goal for 1984-85 was for 75 percent of the participants to improve their knowledge of teaching techniques in the areas of instructional management, reasoning skills, and curriculum

enrichment as measured by their performance on a project-developed test. The project received $63 thousand in funding from the New York State Legislature.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of teachers' scores on a project-developed test (see Appendix A). The 20-item test measures knowledge of Taylor's Multiple Talent Theory, forms of thinking, and strategies of gifted education. The test was administered on a pre- and posttest basis at the beginning and end of the program.

FINDINGS

Pre- and posttest scores were reported for 122 teachers from four C.S.D.'s (see Table 1). On the whole, teachers gained an average of 24 percent from pretest to posttest. Mean pretest raw scores ranged from 12 (60 percent correct) to 15 (75 percent correct); mean posttest scores ranged from 16 to 18 (80 to 90 percent correct). All but seven of the participants made gains from pretest to posttest.

CONCLUSIONS AND RECOMMENDATIONS

The findings showed that posttest gains were achieved by teachers in the four districts for which data were available. Pretest scores indicate, however, that the test is too easy for many teachers. It is recommended that an item analysis be conducted to eliminate those items which most teachers know at pretest. It is also recommended that true/false and matching

TABLE 1

Teacher's Mean Scores[a] on the Program-Developed Test, by District Enrichment Program, K-9, 1984-85

District[b]	N	Pretest Raw Score	Pretest % of Score	Posttest Raw Score	Posttest % of Score	Percent Gain
24	20	12	60%	18	90%	30%
25	13	14	70	18	90	20
28	18	15	75	18	90	15
29	71	12	60	16	80	20
TOTAL	122	13	66	18	90	24

[a] Perfect Raw Score = 20

[b] Test scores from C.S.D.'s 11 and 15 were submitted to O.E.A.

- Teachers from all four districts made posttest gains ranging from 15 percent to 30 percent.
- On the average, teachers know two-thirds of the items at pretest.

items be changed to a multiple-choice format. In addition, future project objectives should include a quantifiable measure of achievement (for example, 75 percent of the teachers will achieve a posttest score of 75 percent or higher on the revised test).

CITYWIDE UMBRELLA BUREAU

ENRICHMENT PROGRAM K-9

1984-85

NAME_____ DATE_____

CLASS_____ SCHOOL_____

1) Calvin Taylor's approach to the teacher-learning process is called the:

   a) multiple talent approach
   b) content process approach
   c) product orientation method

2) In view of what you know of Taylor's Rationale, which of the statements listed below would best describe a talent implementation program in the classroom?

   a) separately from the acquisition of knowledge
   b) simultaneously with the acquisition of knowledge
   c) alternately with the acquisition of knowledge

3) Select the component(s) which are incorporated in the complex process of the Multiple Talent Approach to learning:

   a) cognitive
   b) affective
   c) neither of these
   d) both of these

TRUE OR FALSE

		T	F
4)	When we speak of "gifted" students we are referring to a very homogeneous group of individuals.	____	____
5)	The individual intelligence test is the only ture indicator of giftedness	____	____
6)	The gifted program should be concerned with providing learning opportunities and experiences that will make up for deficiencies in the regular classroom.	____	____
7)	It is really important for the gifted program to have a separate and unique identity in your school.	____	____
8)	Divergent thinking is a type of thinking where there is usually more than one answer.	____	____
9)	Remembering and recognizing information is the students, main job.	____	____
10)	The student's job is to know the best answer to each problem.	____	____

ENRICHMENT PROGRAM 1984-85
(continued)

CHOOSE THE APPROPRIATE TALENT AREA FOR THE FOLLOWING STUDENT BEHAVIORS

Productive Thinking
Communication
Forecasting
Planning
Decision Making

11) The student has recorded his final choice for a career.

12) The student is composing a poem about the joy of being an American citizen.

13) The student is sharing problems he anticipates as he acts as a host to a friend for an afternoon.

14) The student is comparing yellow flowers to many different other yellow things.

15) The student is brainstorming many ways to improve a toy.

16) The student is pantomiming how a banana feels being peeled.

17) The student is using many words to describe a rock for the science display.

18) The student is adding details to his chalk picture of a duck waddling in peanut butter.

19) The student is making different predictions as to what caused the car accident.

20) The student is recording many different things mud is as squishy as.

Board of Education of the City of New York
COMMUNITY SCHOOL DISTRICT 29
221-10 Jamaica Avenue
Queens Village, N.Y. 11428

FLORENCE C. FRIEDLANDER
Community Superintendent

53423

EARLY CHILDHOOD ENRICHMENT PROGRAM
1984-85

NAME_____ DATE_____

CLASS_____ SCHOOL_____

1) Calvin Taylor's approach to the teacher-learning process is called the:

a) multiple talent approach
b) content process approach
c) product orientation method

2) In view of what you know of Taylor's Rationale, which of the statements listed below would best describe a talent implementation program in the classroom?

a) separately from the acquisition of knowledge
b) simultaneously with the acquisition of knowledge
c) alternately with the acquisition of knowledge

3) Select the component(s) which are incorporated in the complex process of the Multiple Talent Approach to learning:

a) cognitive
b) affective
c) neither of these
d) both of these

4) If you had a class from a low socio-economic background, what could you expect of them in talent development? Choose the statement you feel is most accurate.

a) some would be talented in all areas
b) given enough time 85% would show achievement in several areas.
c) 9 out of 10 employ at least one talent with above-average efficiency both for acquiring knowledge and for solving problems.

TRUE OR FALSE

		T	F
5)	When we speak of "gifted" students we are referring to a very homogeneous group of individuals.	___	___
6)	The individual intelligence test is the only true indicator of giftedness.	___	___
7)	The gifted program should be separate and independent of other school programs.	___	___
8)	The gifted program should be concerned with providing learning opportunities and experiences that will make up for deficiencies in the regular classroom.	___	___
9)	It is really important for the gifted program to have a separate and unique identity in your school.	___	___
10)	Divergent thinking is a type of thinking where there is usually one answer.	___	___

BEST COPY AVAILABLE

EARLY CHILDHOOD ENRICHMENT PROGRAM 1984-85

TRUE OR FALSE (continued)

	T	F
11) Remembering and recognizing information is the students main job.	___	___
12) The student's job is to know the best answer to each problem.	___	___

CHOOSE THE APPROPRIATE COGNITIVE LEVEL IN BLOOM'S TAXONOMY

A) Knowledge
B) Comprehension
C) Application
D) Analysis
E) Synthesis
F) Evaluation

13) Activities calling for selection of appropriate methods and performance of operations required by problem situations _____

14) Activities calling for development and application of a set of standards for judging worth _____

15) Activities calling for the generation of new ideas and solutions _____

16) Activities calling for the recognition of the structure of material, including the conditions that affect the way it fits together _____

17) Explain, reword, reorganize, and outline _____

18) Create, develop, originate, devise _____

19) Match, list, write, recite _____

20) Apply, solve, employ, construct, use _____

#5001-48-53427

MOTHER AND CHILD IN SCHOOL, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Edward A. Reynolds

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Mother and Child in School Program provided 43 students at West Side High School with instruction in parenting skills. These students were either pregnant or had recently given birth. The program seeks to provide a support system for young women both before and after the birth of their children. Supportive services include: a nursery; individual and peer group counseling sessions; and modified academic requirements to reflect project activities.

Instruction included courses in prenatal development, nutrition during pregnancy, natural childbirth, child development during the first five years, and parenting activities appropriate to each stage of child development.

The project was staffed by regularly appointed teachers. The New York State Legislature contributed $8 thousand for equipment, educational supplies, and materials.

PROGRAM OBJECTIVE

The objective for 1984-85 was for 80 percent of the participants to increase their knowledge of parenting skills, as

measured by pre- and posttest scores on a program-developed test.

EVALUATION METHODOLOGY

Evaluation activities focused on student performance on a program-developed test of parenting skills (see Appendix A). This test consisted of 20 multiple-choice items. It was administered on a pre- and posttest basis in October and May, respectively.

FINDINGS

Pre- and posttest scores were submitted for 43 students. Their mean raw score on the 100 point test at pretest was 58; their mean raw score at posttest was 84, for a gain of 26 points (see Table 1). All participants achieved higher posttest than pretest scores.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation findings indicate that the Mother and Child in School Program's objective was met as participants achieved a mean gain from pretest to posttest of 26 points. However, the program objective should specify a quantitative gain expected from participants. On the basis of test outcome data, the Office of Educational Assessment recommends that the anticipated gain be set at 25 points.

TABLE 1
[a]
Students' Mean Raw Scores on a Program-Developed Test
Mother and Child in School, 1984-85

	N	Raw Score	Gain
Pretest	43	58	26
Posttest		84	

[a] Perfect raw score = 100

- Students achieved a mean gain of 26 points.

SEE HOW THEY GROW

1. What should a woman do who thinks she is pregnant?

____ a. Use a pregnancy test kit

____ b. Wait unitl the time of her next menstrual period

____ c. Plan for her baby's care

____ d. See her doctor for an examination

2. Which is NOT a normal sign of pregnancy?

____ a. Headache

____ b. Extreme fatigue

____ c. Backaches

____ d. Frequent urination

3. How many servings of milk or other daily products should be included in a pregnant woman's daily intake?

____ a. 4

____ b. 5

____ c. 6

____ d. 7

4. What may cause a new mother to give up breast feeding?

____ a. Inexpensive formula

____ b. Anxiety

____ c. Ease of formula preparation

____ d. Convenience

5. Which is NOT a sign of labor?

____ a. Severe headache

____ b. Rupturing of the amniotic sac

____ c. Muscular contractions near the abdomen

____ d. Pinkish vaginal discharge

6. Natural childbirth means that childbirth occurs

____ a. Under medication.

____ b. without medication.

____ c. through the use of forceps.

____ d. through Caesarian section.

7. The natural process by which the baby passes out of the mother's body is called

____ a. labor.

____ b. delivery.

____ c. birth.

____ d. Caesarian section.

NUMBER EACH STEP TO SHOW THE PROPER ORDER:

8. During birth, what is the proper order of events?

____ Dilation occurs.

____ Contractions are long and intense.

____ Afterbirth occurs.

____ Baby is born.

____ Baby moves down birth canal.

9. At birth, what happens to the baby first, second, etc.?

____ Silver nitrate placed in eyes

____ Umbilical cord cut

____ Baby held up by ankles

____ Baby cleaned up

____ Baby gently slapped on back

10. When do most babies double their birth weight?

____ a. 1 month

____ b. 2 to 3 months

____ c. 4 to 5 months

____ d. 6 to 8 months

11. Babies should be immunized against all diseases except

____ a. diptheria.

____ b. whooping cough.

____ c. small pox.

____ d. poliomyelitis.

12. How much sleep do newborns usually require?

____ a. 10 to 12 hours

____ b. 12 to 16 hours

____ c. 14 to 20 hours

____ d. 16 to 18 hours

13. What is the first solid food infants usually eat?

____ a. Cereal mixed with milk

____ b. Crumbled meat

____ c. Soft crackers or biscuits

____ d. Bits of soft toast

14. A newborn's ability to learn a language depends upon

____ a. his heredity.

____ b. the language his parents used before birth.

____ c. the language of his caregivers after birth.

____ d. all of the above.

15. After the first month of life, a baby's crying becomes

____ a. babbling.

____ b. differentiated.

____ c. stratified.

____ d. nondirective.

16. In terms of infant development, interaction is

____ a. nice, but of limited value.

____ b. somewhat important.

____ c. relatively important.

____ d. very important.

17. Which quality is developed through a sense of security and opportunites for freedom?

____ a. Independence

____ b Assertiveness

____ c. Security

____ d. Confidence

18. All factors affect the age at which a child walks but

____ a. heredity.

____ b. personality.

____ c. maturation of nerves.

____ d. appetite.

19. When do children assume responsibility for toilet use?

____ a. at age 3

____ b. at age 4

____ c. at age 5

____ d. at age 6

20. Which is a major physical change of the preschool years?

____ a. Growth of the heart and circulatory system

____ b. Muscle and skeletal system development

____ c. Leg growth to support weight increases

____ d. Development of gross motor skills

The preceeding questions were excerpted from the text: See How They Grow: Concepts in Child Development and Parenting.

#5001-48-53431

CHILDREN IMPROVE MEMORY ABILITY, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Marjorie Wernick

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Children Improve Memory Ability Program is designed to reinforce the development of memory among first- second- and third-grade students in two schools at Community School District (C.S.D.) 24. The goal of the program was to teach participants memorization and recall skills. In 1984-85, 120 students at P.S. 13 and 14 participated in the program. Teachers and school principals recommended pupils for program participation. Students achieving below norm scores on standardized tests were given priority in placement.

The program objective was for 70 percent of the participating students to improve their memory capacity as measured by the Memory Subtest of the McCarthy Scales of Children's Abilities.

Pupils received 45-minutes of individualized and small group instruction three days a week. Instruction focused on the development of remembering, retention, and recall skills. Auditory memory activities included alphabet, numbers, word and instruction sequencing, rhymes, music, choral speaking, and

poetry reading. Visual activities included pencil and crayon exercises, tactile and kinestic techniques, and educational games. The New York State Legislature contributed $28 thousand to the program.

EVALUATION METHODOLOGY

Evaluation activities focused on student performance on the Memory Subtest of the McCarthy Scales of Children's Abilities. This test was administered as a pretest and posttest. U.S. Department of Education Evaluation Model A was used to determine project impact on student achievement. Pupils raw scores were converted to Normal Curve Equivalent (N.C.E.)* scores. N.C.E. gains from pretest to posttest were attributed to project services.

FINDINGS

Pre- and posttest scores were submitted for 105 first-second- and third-grade students who were less than eight years, seven months and 15 days of age which is the cut-off age for the norm tables of the McCarthy Scales (see Table 1). Overall mean pretest score was 33 N.C.E.s; mean posttest score was 81 N.C.E.s, for a mean gain of 48 N.C.E.s. Pretest mean scores by grade

*N.C.E. scores are similar to percentile ranks, but unlike percentile ranks, are based on an equal-interval scale. Normal curve equivalent scores are based on a scale ranging from 1 to 99 with a mean of 50 and a standard deviation of approximately 21. Because N.C.E. scores are equally spaced apart, arithmetic and statistical calculations such as averages are meaningful; in addition, comparisons of N.C.E. scores may be made across different achievement tests.

TABLE 1

Students' Mean N.C.E. Scores on the Memory Subtest of the McCarthy Scales of Children's Abilities, by Grade Children Improve Memory Ability Program, 1984-85

School	Grade	N	Pretest	Posttest	Mean Gain
P.S. 14	1	19	25	72	47
	2	19	25	67	42
	3	22	17	83	66
P.S. 13	1	20	39	86	47
	2	20	39	87	48
	3	54	51	93	42
TOTAL		105	33	81	48

- Students on all three grades at both schools made considerable gains from pretest to posttest.

ranged from 17 to 51 N.C.E.s, and mean posttest scores ranged from 67 to 93 N.C.E.s. Students on all grades at both schools achieved similar gains, except for third-graders at P.S. 14, who achieved the highest gain (66 N.C.E.s).

CONCLUSIONS AND RECOMMENDATIONS

The Children Improve Memory Ability Program was successful, having a significant impact on the development of children's memory skills. The evaluation findings showed that students on all grades achieved considerable gains from pretest to posttest. Gains that can be attributed to project services. However, in the future, project staff could consider setting specific quantitative criteria for successful program completion. This modification will improve the evaluation of the program.

#5001-48-53436

SUM IN ONE, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Barbara Herman

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Sum in One Program provides staff development services to teachers in order to improve music instruction in elementary schools. By supplementing and upgrading music instructional techniques, the program seeks to involve a cadre of teachers who will, in turn, assist in the development of other teachers. In 1984-85, 41 teachers at Public School 19 and at the Third Street Music School in District 2, participated in the program.

PROGRAM OBJECTIVE

The program objective was for 80 percent of the teacher participants to increase their ability to extend and enrich students' music experiences and activities. Teacher performance was measured by a program-developed test.

POPULATION SERVED

Participants were selected among those teachers who expressed a need for additional training in music instructional techniques and were interested in the project. School principals recommended them for program participation and they were finally selected by the program coordinator.

PROGRAM ORGANIZATION AND FUNDING

Project staff consisted of one teacher-coordinator. The New York State Legislature contributed $20 thousand to the program.

Instructional activities involved a series of three workshops, conducted by the program coordinator, which were held during regular school hours. The workshop series were the following:

- Music for the Elementary School Classroom Program;
- Staff Recorder Workshops; and,
- Staff Piano Workshops.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of teacher performance on a program-developed test (see Appendix A). Each test has a scoring system based on a hundred points. It was administered at the beginning and the end of the project to measure teachers' knowledge of music and instructional strategies.

FINDINGS

The 41 participants attended different workshops. Five teachers attended the Staff Recorder Workshop (SRW); 16 participated in the Music for the Elementary School Classroom Program (ESCP), and 20 teachers attended the Staff Piano Workshop (SPW).

Complete pre- and posttest scores were submitted for all participants. Mean raw scores showed that teachers achieved gains ranging from 67 to 77 points (see Table 1). Pretest mean

TABLE 1

Participants' Mean Raw Scores* on Three
Program-Developed Tests
Sum in One, 1984-85

Test	N	Mean Raw Scores: Pretest	Posttest	Gain
SRW[a]	5	13	90	77
MESCP[b]	16	23	92	69
SPW[c]	20	15	82	67
TOTAL	41	17	88	71

*Perfect Raw Score =100.

[a] Staff Recorder Workshop.

[b] Music for the Elementary School Classroom Program.

[c] Staff Piano Workshop.

- Mean raw score gains for all tests ranged from 67 to 77 points.

raw scores were relatively low ranging from 13 to 23 points, while posttest mean raw scores increased significantly, ranging from 82 to 92 points. All of the participants (100 percent) made higher scores on the posttest than on the pretest.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation findings indicate that project activities in all three workshops had a considerable impact on teachers' improved knowledge of music and music instructional skills. However, the project's objective did not state a specific quantitative gain participants were expected to achieve.

According to the evaluation findings, the following recommendations are made:

- The program objective should establish a specific quantitative achievement gain expected from participants. Test outcomes in the last two years suggest that a reasonable gain should be of at least 50 points. Student performance data could also be considered to assess the program's impact.

Third Street Music School; N.Y.C. Bd. of Ed, Dep't. of Music; SUM IN ONE; District One

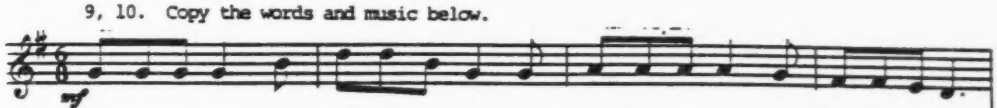
NAME_____ DATE_____

PRE/POST EVALUATION: Music In-Service Course D14-1.F84
Music for the Elementary School Classroom

Match each of the following concepts with its most appropriate source. Use this code to show your answer: D=Dalcroze; K=Kodaly; O=Orff; S=Suzuki.

1. ____A person should be able to learn a musical instrument as naturally as a small child learns his mother tongue.
2. ____Features proceeding from speech to instrumental music.
3. ____Promotes fluency in reading and writing music.
4. ____Develops concepts in a logical sequence: prepared, made conscious, practised, written.
5. ____Teaches piano improvisation as a final goal.
6. ____Develops inner hearing.
7. ____A special instrumentarium is the primary means for musical development.
8. ____Singing is used as the primary instrument in general music education.

9, 10. Copy the words and music below.



Here we go round the mul-ber-ry bush, The mul-ber-ry bush, the mul-ber-ry bush;

11, 12, 13. The following song has four phrases. Write lower case letters (a, b etc.) in the circles to show the PHRASE FORM. The first phrase (a) is indicated for you.

Use whole notes to write the following scales on the treble staff:

14. 15. C Major Scale

16. 17. G Major Scale

18. 19. F Major Scale

Using the classification system of music instruments devised by Curt Sachs, identify the instrumental family to which each of the following instruments belongs. Use the following code: I=Idiophone; M=Membranophone; A=Aerophone; C=Chordophone; E=Electrophone

20_____casio
21_____recorder
22_____piano
23_____xylophone
24_____clarinet
25_____hand drum

26. Describe a directed listening activity for your students prior to their use of rhythm instruments

27. Describe an arm signal you would develop with your class to prepare for conducting a rhythm band.

List five ways in which music study will relate to the development of skills necessary for the school curriculum.

28.

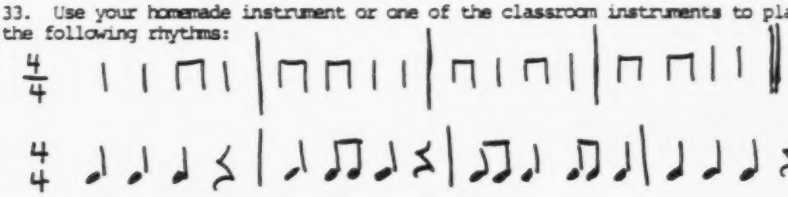
29.

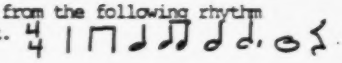
30.

31.

32.

33. Use your homemade instrument or one of the classroom instruments to play one of the following rhythms:



34. 35. 36. 37. Write a four measure phrase choosing from the following rhythm symbols. You may play it on your rhythm instrument. 

38. 39. 40. 41. Choose one of the pieces you have learned to play on the soprano recorder during this course and perform it for the examiner. 42. 43. 44. 45.

The following song has been chosen for you to sightsing and play on the recorder:

46. Conduct the beats and 47. speak the rhythm.
48. Sing in solfege with 49. hand signals.
50. Play on the recorder.

SUM IN USE: Supplementing and typesetting music in district [illegible]

53436

PRE/POST EVALUATION: Piano Staff Workshops, Spring 1985

NAME_____SCHOOL_____DATE_____

1.2.3.4.5. List 5 ways in which a teacher's piano skills can relate to the student's development and the curriculum.

6.7.8.9.10.11.12.13.14 Write the following scales in both the treble and bass cl and name each note.

C Major

C Major

F Major

F Major

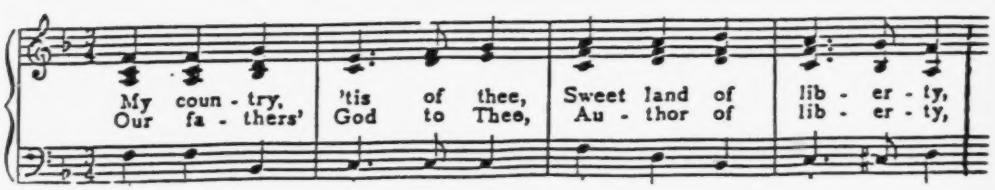
G Major

G Major

15.16.17.18 Write a 4 measure rhythm, choosing from the following symbols:

$\frac{4}{4}$ $\frac{3}{4}$ $\frac{3}{8}$ 𝅗𝅥 𝅗𝅥. 𝅘𝅥𝅯 𝅘𝅥𝅯𝅘𝅥𝅯 𝄽 𝄻 𝅗𝅥 𝅗𝅥.

19.20.21.22.23.24.25.26. Name all the notes in "America."



Match the words and symbols: (Write the appropriate number in the brackets.)

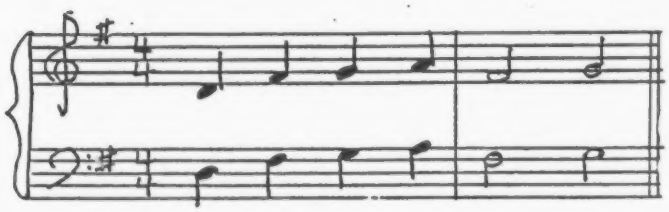
27. eighth note ( )
28. dotted half note ( )
29. treble clef sign ( )
30. bass clef sign ( )
31. crescendo ( )
32. diminuendo ( )
33. soft ( )
34. loud ( )
35. repeat ( )
36 whole note ( )

Play a song of your own choice that you have learned in this course.

37.38.notes 39.40.rhythm 41.42.tempo 43.44.touch 45.46.phrasing

Sight read the following 2 measure phrase.

47. Clap the rhythm.
48. Say the note names.
49. Play the right hand.
50. Play the left hand.



SLM IN ONE: Supplementing and Upgrading Music in District One

NAME_____SCHOOL_____DATE_____

PRE/POST EVALUATION: Staff Recorder Workshops

1.2.3.4.5. List five ways in which the study of the recorder will relate to the development of skills necessary for the school curriculum.

6.7.8. What is the articulation: for the high register? _____

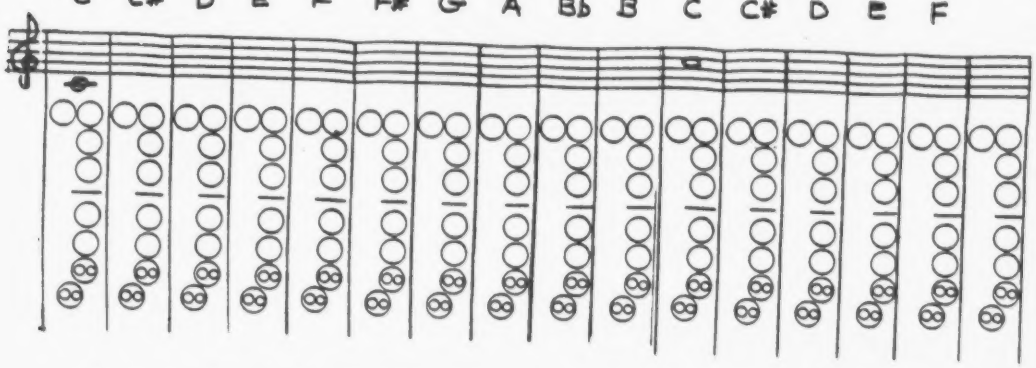
for the middle register? _____

for the low register? _____

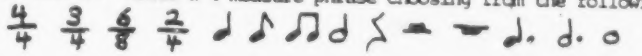
10. What are the major differences between German fingering and Baroque or English fingering?

11.12.13.14.15.16.17.18.19.20.21.22.23.24.25. Mark the recorder fingering for the following notes and write the corresponding whole note on the treble staff.

C C# D E F F# G A Bb B C C# D E F



26.27.28.29. Write a 4 measure phrase choosing from the following rhythm symbols:



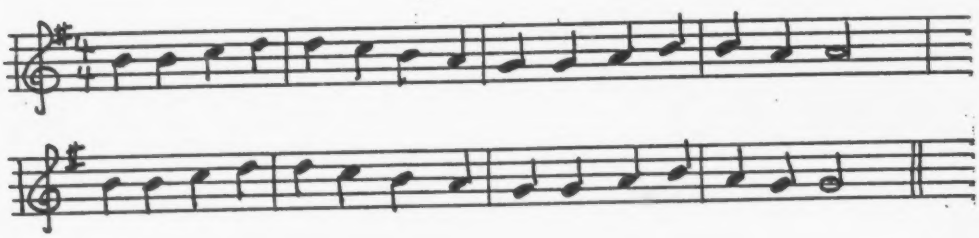
30. Clap the following rhythm:

Choose one of the pieces you have learned to play on the soprano recorder during this course and perform it for the examiner, who will observe your rhythm 31.32., tempo 33.34., fingering 35.36.37., tone 38., articulation phrasing etc., 39.40.

The following song has been chosen for you to sightread on the recorder:

41.42. Conduct the beats.
43.44. Speak the rhythm.
45.46. Say the notes.
47.48.49.50. Play on the recorder.

Chorale Beethoven's 9th Symphony



#5001-48-53437

THE TRAVELING BODY SHOP, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Robert Feinstein

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Traveling Body Shop provides intensive instruction on the human body functions and on health maintenance and improvement to elementary school pupils in Community School Districts (C.S.D.s) 1, 15, 20, 22, and 31. In 1984-85, over 3,000 fourth, fifth and sixth graders in 42 schools took part in the program. In selecting these schools, priority was given to those located in low-income areas, those that had experienced cutbacks in health services, and those not participating in other funded programs.

Project staff consisted of three teachers. They visited every class in all participating schools where they held 75-minute classes every day for two weeks. Instruction focused on the body systems and functioning, health and nutrition. Students were also taught to measure lung capacity, blood pressure, and pulse rates. Classroom teachers received follow-up instruction in order to build on the lessons and activities of the two week program. The New York State Legislature provided $166 thousand to the project.

The objective for 1984-85 was for participating pupils to improve their knowledge of the major body systems, nutrition, and health. Specifically, 75 percent of the participants were to score 75 percent or more on a project-developed test at the completion of the program.

EVALUATION METHODOLOGY

Project impact was assessed by an analysis of students' scores on a program-developed test administered at the beginning and end of project activities (see Appendix A). The test was given on a pre- and posttest basis to assess whether student performance improved as a result of project participation.

FINDINGS

Pre- and posttest scores were reported for 463 pupils. These data represent a randomly-selected sample of participants by grade level (see Table 1). Pupils in all three grades made average gains of over 20 percent, and their mean scores at posttest were well over the anticipated goal of 75 percent correct. As a whole, 86 percent of participants achieved this program-set criterion (see Table 2).

CONCLUSIONS AND RECOMMENDATIONS

Analysis of students' scores on the project-developed test revealed that the program met its objective; over 75 percent of the participants scored 75 percent or better at posttest. This finding should be interpreted with some caution, however. Examination of pretest scores shows that students knew 60 percent

TABLE 1

[a]
Students' Mean Scores on the Project-Developed Test, by Grade
The Traveling Body Shop, 1984-85

		Pretest		Posttest		
Grade	N	Raw Score	Percent Score	Raw Score	Percent Score	Percent Gain
4	154	11	55%	16	80%	25%
5	251	12	60	18	90	30
6	58	12	60	17	82	22
TOTAL	463	12	60	17	82	22

[a] Perfect Raw Score = 20

- Students on all three grades achieved posttest gains.
- Mean posttest percent scores exceeded 75 percent for all three grades.

TABLE 2

Percentage of Students Meeting Program-Set Criterion,[a] by Grade The Traveling Body Shop, 1984-85

		Meeting Criterion	
Grade	N	N	%
4	154	117	76%
5	251	230	92
6	58	51	88
TOTAL	463	398	86

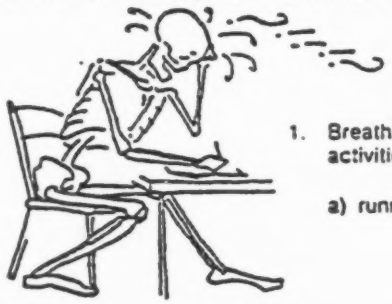
[a] Score of 75 percent or more on project-developed test at posttest.

- In all grades, more than 75 percent of the students met the program-set criterion.
- Fifth graders outperformed the other two grades.

of the items on the test before beginning the program. The test should be revised to eliminate the items most students know and to reflect more closely the project's activities.

The Travelling Body Shop

Board of Education, Citywide Umbrella Bureau, 347 Baltic Street - Rm 205, Brooklyn, New York 11201

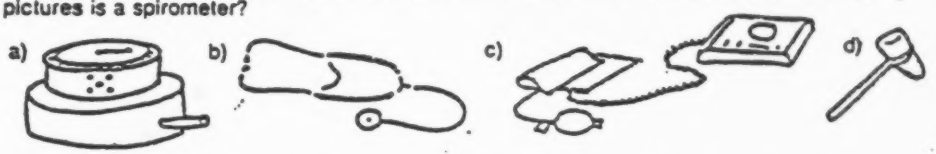


BRAIN STRAIN

1. Breathing rates vary according to the individual and his or her activities. Your breathing is probably slowest when you are:

   a) running b) jumping c) sitting d) walking

2. Your vital lung capacity is the amount of air you can force out of your lungs. The amount of air can be measured by blowing into a device called a spirometer. Which of the following pictures is a spirometer?



3. Calcium is the mineral needed for the growth of bones and teeth. Who would have a greater need for calcium?

   a) adult b) young child c) senior citizen d) same for all

4. You can make your heart and lungs work better by doing certain activities. Which activity listed below would most benefit your heart and lungs?

   a) lifting weights b) jogging c) playing baseball d) playing football

5. The Heimlich Maneuver has been used successfully to aid people who are choking. In this technique, the object blocking the windpipe may be removed by pressing firmly on a large smooth muscle called the:

   a) tricep b) bicep c) diaphragm d) heart

6. The food group yogurt belongs to is:

   a) milk b) meat c) fruits & vegetables d) grain

7. Your body has two blood pressure rates. One rate represents each beat or pump of your heart. The other rate represents between beats or when the heart is resting. The name of the blood pressure when the heart is resting is called:

   a) base rate pressure b) systolic pressure c) diastolic pressure d) venal pressure

8. Every pump of your heart sends out a surge of blood. This surge passes along each portion of your blood vessel and forces the blood vessel wall outward. This action of stretching and springing back of the blood vessel wall produces a:

   a) heartbeat b) pulse c) breath d) reflex

9. Your body needs nutrients and oxygen transported by your blood. Feeling your pulse is a method to determine if your blood is moving. Which picture below shows the correct way to take your pulse?

10. A sign of physical fitness is the time it takes the pulse rate to return to normal. A person in good physical condition has a pulse rate that, after exercise, will return to normal:

    a) quickly b) slowly c) little by little d) none of these

The Travelling Body Shop

Board of Education, Citywide Umbrella Bureau, 347 Baltic Street - Rm 206, Brooklyn, New York 11201

11. Although many people are able to help us, we are responsible for maintaining our health. The best way to stay healthy is through:

    a) proper exercise b) proper rest c) proper diet d) all of these

12. The food group that gives us the greatest amount of vitamins A and C is:

    a) milk b) meat c) fruits & vegetables d) grain

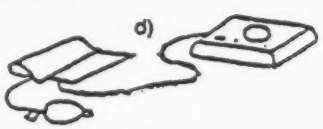
13. The heart is a muscle that pumps blood to all cells of your body. It is about the size of your fist and beats an average of 70-80 times per minute. You can listen to your heart by using an instrument called a:

    a) spirometer b) stethoscope c) sphygmomanometer d) reflex hammer

14. A junk food is one that is mostly fat or sugar. Which of the following foods is not a junk food?

    a) soda b) pizza c) cake d) candy bar

15. The pumping of your heart sends out a surge of blood causing pressure on the blood vessels. Your blood pressure can be measured by using an instrument called a sphygmomanometer. Which picture below is a sphygmomanometer?

    a)
    b)
    c)
    d) 

16. You are what you eat therefore, it is important to read the list of ingredients on the package. The ingredients on packaged food products are listed:

    a) by amounts b) alphabetically c) in any order d) with natural items first

17. Your pulse recovery rate is a simple method of measuring your physical fitness. When judging your physical fitness improvement you should compare yourself to:

    a) a trained athlete b) yourself c) an adult d) another student

18. You have over 600 muscles in your body. Since these muscles can only move one way, they usually work in pairs. To keep our muscles working properly, it is important that we get:

    a) proper diet b) proper rest c) proper exercise d) all of these

19. Which part of the air we breathe combines with the food we eat to give us energy?

    a) carbon dioxide b) oxygen c) helium d) nitrogen

20. The human body is incredible! The best way to take care of your body is by developing and maintaining good health habits. You should start to develop these good health habits:

    a) when you feel sick b) today c) tomorrow d) when the doctor tells you to.

#5001-48-53440

MAXIMIZING ACCESS TO HIGH SCHOOLS, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Joseph Paladino

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Maximizing Access to High Schools Program is designed to provide career-orientation counseling services to gifted students. By providing these services, the program seeks to help students gain admission to one of New York City's specialized high schools: Stuyvesant, Bronx High School of Science, and Brooklyn Technical High School. In 1984-85, the program served 128 seventh-grade and 128 eighth-grade students at I.S. 258, Community School District 13.

PROGRAM OBJECTIVE

The stated objective of the program was that 75 percent of the participating students would increase the number of correct responses on the posttest of a program-developed test.

POPULATION SERVED

The program serves eighth grade students who had already participated in the project while they were in seventh grade as well as incoming seventh graders. Eligibility criteria are based on student academic achievement and demonstrated superior

potential in music, art, science, and mathematics. The school principal, guidance counselor and teachers pre-selected participants among sixth graders, and selected eligible seventh and eighth graders.

PROGRAM ORGANIZATION AND FUNDING

The project staff consisted of one teacher and a paraprofessional. The New York State Legislature contributed $17 thousand to cover the cost of the teacher's salary.

Counseling services included information related to career orientation, various high school programs, and application procedures. Instructional activities focused on the content of the specialized high school admissions tests and practice in test-taking skills. Eighth-grade students received project counseling services twice a week from the project teacher during classroom visits between September and January. Seventh-grade students participated in project instructional activities during similar class visits between February and June.

EVALUATION METHODOLOGY AND FINDINGS

The evaluation of the project involved the analysis of students performance on a program-developed test. Due to programmatic re-structuring at IS 259, about half ot the seventh grade target population was not tested. Only raw posttest scores for 54 seventh-grade students were submitted to the Office of Educational Assessment. Table 1 presents these data. About 78 percent of the students correctly answered between 71 and 90

TABLE 1

Seventh-Grade Students' Posttest Scores,
on a Program-Developed Test
Maximizing Access to High School, 1984-85

Posttest Score Range	N	%
31 - 40	1	1.9
41 - 50	2	3.7
51 - 60	4	7.4
61 - 70	5	9.3
71 - 80	22	40.7
81 - 90	20	37.0
TOTAL	54	100.0

- Perfect Raw Score = 100.
- About 78 percent of the students correctly answered between 71 and 90 test items.

questions, and 22 percent of the participants correctly answered less than 70 test items.

The only data submitted for 128 eighth-grade students, was a summary of the number of pupils admitted to New York City's high schools. Eight of these students were admitted to the Brooklyn Technical High School.

CONCLUSIONS AND RECOMMENDATIONS

The evaluation findings indicate that the data submitted to the Office of Educational Assessment (O.E.A.) did not make it possible to assess the impact of the program on student awareness of high school programs and application procedures. Testing procedures did not conform to the project's objectives. Students were not pretested. But both pretest and posttest scores are required to properly evaluate the project. In addition, a copy of the test was not submitted for review and approval to the O.E.A.

The following recommendations are made for program improvement:

- In the future, the instrument used to measure student growth should be sent to the O.E.A. for approval.
- Students should be pre- and posttested. Project objectives should also specify a quantitative gain students are expected to achieve between the pretest and the posttest.

5001-48-53444

MASTERY LEARNING PROGRAM, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Louis Leonini

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

This project is designed to train teachers and supervisors in Mastery Learning (M.L.) methodology which is extended in workshops and through in-class support. M.L. is a teaching strategy to improve student learning skills and attitudes towards the school. Previous experience indicates that students receiving instruction based on M.L. techniques improve their grades and rate of attendance. In 1984-85, the project served over 200 elementary and intermediate teachers in Community School Districts (C.S.D.s) 9, 20, and 31.

PROGRAM OBJECTIVE

The unspecified project objective was to measure participants knowledge of Mastery Learning principles and techniques through the administration of a program-developed test at the beginning and at the end of the project.

POPULATION SERVED

Teachers and supervisors at C.S.D.s 9, 20, and 31 were eligible for program participation. School principals selected individual participants from a list of volunteers.

PROGRAM ORGANIZATION AND FUNDING

Project staff consisted of one teacher-trainer. The New York State Legislature contributed $36 thousand to cover salary expenses. Instructional activities focused on the development of appropriate Mastery Learning curriculum materials, including tables of specifications, formative tests and correctives. Participants were also assisted in the implementation of M.L. techniques in the classroom.

EVALUATION METHODOLOGY

Evaluation activities focused on the analysis of teacher performance on a program-developed test, especially designed to measure knowledge of M.L. principles and teaching techniques. The multiple-choice test consists of two parts. The first one, administered as a pretest, has ten questions formulated to evaluate basic knowledge of M.L. methodology. The second part, administered as a posttest, consists of a different set of more specific questions (see Appendix A).

FINDINGS

Raw pre- and posttest scores were submitted for 223 teachers from twenty schools. Overall, mean pretest raw score was three, mean posttest score was ten, a perfect score showing that participants mastered M.L. curriculum. The average gain was seven (see Table 1).

TABLE 1
[a]
Teachers' Mean Raw Scores on a Program-Developed Test
Mastery Learning Program, 1984-85

	N	Mean Raw Score	Gain
Pretest	223	3	7
Posttest	223	10	

[a] Perfect Raw Score = 10

- Participants achieved a mean gain of seven.

CONCLUSIONS AND RECOMMENDATIONS

According to test outcomes submitted to the Office of Educational Assessment, the program was successful as all participants made a perfect mean raw score on the posttest and achieved a gain of seven points. However, because the project did not clearly specify its objective, it remains difficult to assess the impact of the project. As the ultimate goal of the program is to improve student learning skills and attitudes towards the school, it is surprising that the objective did not seek to assess the impact of the project on M.L. student performance.

On the basis of the evaluation findings, the following recommendations for program improvement are made:

- Efforts should be made to state a clearly-defined program objective involving the participants' performance on both M.L. theoretical knowledge and classroom implementation of M.L. techniques. The possibility of using student test outcomes and attendance rates should be considered. Both objectives should also specify a quantitative gain expected from participants.

MASTERY LEARNING - QUESTIONNAIRE II
Posttest

Directions: Please place a check next to the answer you feel is the most appropriate for each of the following ten questions

1) Which of the following is a higher level of cognitive development?

_____ a) Term
_____ b) Principle
_____ c) Translation
_____ d) Process

2) Mastery Learning is an instructional philosophy. It is also
_____ a) An individually paced approach to teaching
_____ b) A discipline-inter-related extension exercise
_____ c) A teaching/learning strategy
_____ d) An instructional cure

3) Mastery Learning has had affective as well as instructional results. One affective result upon the student has been
_____ a) A stepped up student pace of learning
_____ b) A true friendship between teacher and student
_____ c) A greater awareness in the art of test taking
_____ d) Instruction on how to learn

4) The Mastery Learning theory was primarily developed in the 1950's by
_____ a) Ral h W. Tyler
_____ b) Peter Aisasian
_____ c) Richard W. Wolf
_____ d) Benjamin Bloom

5) In Mastery Learning "correctives" can be done by
_____ a) The student himself
_____ b) The teacher designated
_____ c) The students, and teacher assistants
_____ d) All of the above

6) In Mastery Learning the term "correctives" can be applied to
_____ a) Enrichment activities, learning/teaching styles
_____ b) Different types of tests, extension activities
_____ c) Peer tutoring, work sheets, re-teaching
_____ d) Prizes, games, teacher and public recognition

7) The element in Mastery Learning which provides feedback to both the teacher and students about the learning that has occurred up to a certain point is
_____ a) The Formative Test
_____ b) The Psychological framework Analysis Test
_____ c) The Enrichment/Extension Quiz
_____ d) None of the above

8) The proper Mastery Learning sequence is as follows

_____ a) Summative Test, Enrichment and Extension Formative Test A, Correctives, Formative Test B

_____ b) Summative Test, Correctives, Formative Test A, Extension Activities, Formative Test B

_____ c) Formative Test, Extension, Correctives, Summative Test

_____ d) Formative Test A, Correctives, Enrichment and Extension, Formative Test B

9) In Mastery Learning a "Unit Plan" might also be called

_____ a) A Table of Contents

_____ b) A Profile Sheet

_____ c) A Table of Specifications

_____ d) An instructional analysis sheet

10) Which of the following sample phrases or questions is an example of the Evaluation level of cognitive development?

_____ a) "Can you develop a new way"

_____ b) "Which one comes first?"

_____ c) "Which do you consider of greater importance?"

_____ d) "Explain in your own words....."

#5001-48-53448

EARLY CHILDHOOD LANGUAGE AND LITERACY, 1985

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Miriam Sour

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROGRAM DESCRIPTION

The Early Childhood Language and Literacy project is designed to provide training in communication arts to kindergarten teachers. The purpose of the project is to teach participants the necessary techniques and strategies to actively engage pupils in a structured program in order to improve their listening, speaking, reading, and thinking skills.

Ten kindergarten teachers, serving 250 children, at Elementary Schools 73 and 104, Community School District (C.S.D.) 9, were involved in this year's program.

PROGRAM OBJECTIVE

The project objective anticipated that teachers would improve their ability to teach communication arts as measured by pre- and posttest scores on a program-developed survey.

POPULATION SERVED

Project participants were selected among kindergarten teachers in C.S.D. 9, where low pupil achievement indicated a need to improve teaching techniques in communication arts.

PROGRAM ORGANIZATION AND FUNDING

Project staff involved one teacher-trainer consultant. The New York State Legislature contributed $9 thousand to pay for the consultant's services and to purchase educational supplies.

Twice a week, the consultant visited the schools and classrooms to provide services. These included demonstration lessons, workshops, and articulation of program procedures. Teachers were shown how to organize their classrooms so that there were reading corners, listening centers, art areas, writing centers, and language development game areas. These areas could be used for whole group, small group, and individual pupil activities.

Specially designed materials such as language development games, big books, a library of books for individual selection, and audio-cassettes for student practice in listening skills were used in the classrooms.

EVALUATION METHODOLOGY

The project's evaluation was designed to analyze teacher performance on the program-developed Early Childhood Language and Literacy Survey (see Appendix A), which measures the teachers' ability to teach communication arts. The test was to be administered at the beginning and at the end of the project. Pre- and posttest responses to survey questions were to be holistically assessed by the District 9 project coordinator.

FINDINGS

The project coordinator submitted posttest data for nine teachers and a written report detailing project activities, accomplishments and problems. It included the following assessment: "The posttest indicates that almost 65 percent more positive teacher changes took place in the target schools."

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the data submitted for evaluation it was not possible to assess the impact of the project. Survey outcomes were not complete as they did not include pretest results. Furthermore, it was difficult to determine how teacher survey responses were scored.

The following recommendations for project improvement are made:

- In the future, complete test data (pre- and posttest scores) should be submitted for evaluation together with the set of guidelines used to score survey responses.
- The program objective should include a specific quantitative achievement gain of at least 20 percent correct responses, expected from participants.

Early Childhood Language and Literacy Survey

1. Children who are talking to each other are learning less than children who are working on an individual task.

   Always Usually Occasionally Never

2. A teacher is telling a story to a group of ten pupils. The teacher wants to determine whether the pupils are actively involved in listening. The best way for a teacher to do this is:

   a. Notice if you can make direct eye contact with each pupil

   b. Observe that all ten pupils are sitting quietly and listening to you

   c. Ask a question and call on a randomly selected student

   d. Ask a question and call on a volunteer student

   e. Randomly select a student to retell some part of the story

3. What is the necessary prerequisite for beginning reading instruction with Kindergarten children?

   a. Knowing the names of all the letters

   b. Knowing all the initial consonant sounds

   c. Knowing at least eight consonant sounds

   d. Knowing the names of at least eight letters

   e. None of the above

4. What should be the teacher's most important goal in the teaching of writing in the Kindergarten year?

   a. To develop legible handwriting

   b. To develop basic encoding skills

   c. To develop interest in written communication

   d. To extend vocabulary

5. What is the most important consideration for the Kindergarten teacher when arranging the seating in a classroom?

   a. Pupils can see the chalkboard

   b. Pupils can easily talk to each other

   c. Pupils and their activities are clearly visible to the teacher from the front of the room

   d. Pupils have designated seats they always use

   e. Pupils have space for easy movement in the room

6. When is the best time to start teaching a child to read?

   a. At entry into first grade

   b. In the middle of the Kindergarten year

   c. When the pupil has mastered the necessary pre-reading skills

   d. When the pupil shows interest in printed language

   e. As soon as the pupil has reached the operational stage of cognitive development

7. Kindergarten teachers are advised to have a variety of materials in their classrooms. Group games are included to promote particular skills. Select the most valuable aim for using these games.

   a. Vocabulary extension

   b. Small muscle development

   c. Visual discrimination

   d, Eye/hand coordination

   e. Social development

8. At the beginning of the Kindergarten year, the teaching should concentrate on:

   a. Listening and speaking

   b. Listening, speaking and reading

   c. Listening, speaking, reading and writing

   d. Reading

   e. Reading and writing

9. What should be the Kindergarten teacher's attitude toward children's reading errors?

   a. Ignore them, so as not to damage the child's confidence

   b. Correct errors on high-frequency words only

   c. Correct errors that interfere with understanding

   d. Correct all errors as they occur

   e. Correct all serious errors

10. The major portion of an All Day Kindergarten class should be devoted to:

   a. Work on assigned task

   b. Peer group interaction

   c. Individual pupil teaching

   d. Small group instruction

   e. Whole class lessons

11. What is the most effective way of promoting spoken language in the Kindergarten classroom?

   a. Structured vocabulary exercises

   b. Helping pupils to develop correct pronunciation

   c. Talking with small groups of children

   d. Pupils talking to each other

12. To teach reading in a Kindergarten class, the most important resource is:

    a. A pre-primer series

    b. Several different pre-primer series

    c. Trade books with controlled vocabulary

    d. Trade books without controlled vocabulary

13. When children enter school they should be encouraged to express their ideas in writing:

    a. As soon as they enter school

    b. As soon as they can read some words

    c. As soon as they learn to make shapes

    d. As soon as they have learned to write some letters

14. Every Kindergarten classroom should have a sufficient supply of books. The books should be:

    a. In the library area of the room

    b. In every area of the room

    c. In the students' desks or tables

    d. On shelves and distributed by the teacher

15. If you had a choice of the approach to use for teaching reading to Kindergarten children, would you choose:

    a. Phonics approach

    b. Linguistic approach

    c. Sight Word approach

    d. Language Experience approach

    e. Individualized Reading approach

    f. other - please specify

    Give reasons for your choice: _____

    _____

    _____

    _____

16. Teacher training is considered an important aspect in growth for all staff. Rank the following methods of training from 1 (the most valuable) to 6 (the least valuable).

Conferences

Observations by your immediate supervisor

Workshops

Curriculum manuals

In-Service Trainings

Demonstrations lessons

On-Site support

College courses

Name: _____ District: _____

Grade: _____ Date: _____

#5001-48-53449

VOCATIONAL AND CAREER CHOICES, 1984-85

School-Community Education Program
Program Administrator: Jack Isaacs
Project Coordinator: Ira Clement

Prepared by:
Office of Educational Assessment
New York City Public Schools

PROJECT DESCRIPTION

The Vocational and Career Choices Program is designed to provide career information services to 600 students in five intermediate schools in Community School District (C.S.D.) 17. The project seeks to assist students in the selection of appropriate schools which offer courses of study in specific career areas. In addition to these goals, the program provides training to teachers and guidance counselors so that they can also inform and encourage students to continue their education.

In 1984-85, the program serviced 246 students, in grades seven and eight, at three schools: PS 246, PS 320 and IS 16 in C.S.D. 17.

PROGRAM OBJECTIVE

The program objective was for participants to make an improvement from pretest to posttest on a program-developed test.

POPULATION SERVED

Eighth-grade students at five intermediate schools in C.S.D. 17 were to be served by the program. The criteria for selecting

the senior class was that graduating pupils would benefit the most by program participation.

PROGRAM ORGANIZATION AND FUNDING

The program staff consisted of one teacher. The New York State Legislature contributed $13 thousand to support the project. Program activities were planned to include workshops, seminars and lectures about career opportunities in different fields. Instruction was to be provided during regular school hours, on a weekly basis, between January and June.

EVALUATION METHODOLOGY AND FINDINGS

Evaluation activities focused on the analysis of student performance on a multiple-choice test, designed to measure their knowledge of career choices, requirements, and terminology (see Appendix A). This test was to be administered as both a pre- and posttest in January and in June, respectively. It was anticipated that students would show an improvement on their posttest.

FINDINGS

The 1984-85 Vocational and Career Choices Project could not be implemented as originally planned. Due to personnel problems in the district office, project activities did not begin until the last week of May and ended the second week of June. This was an insufficient period of time to provide students with the originally planned full range of project services. A modified program was conducted for 246 students, in grades seven and eight, at three schools.

The pretest was administered in May, 1985 and the posttest in June, 1985. Complete test outcomes for 246 students were submitted to the Office of Educational Assessment. Table 1 shows an overall mean pretest raw score of 15 (75 percent correct responses); and a mean posttest raw score of 16 (80 percent correct responses); for a percent gain of five. Pretest raw scores ranged from 14 to 17 points and posttest raw scores ranged from 15 to 17 points. One class did not achieve any gains, while the other two achieved gains of five and ten percent.

CONCLUSIONS AND RECOMMENDATIONS

The Vocational and Career Choices Program met its stated objective as participants showed an improvement from pretest to posttest, except for grade seven at P.S. 246. Even though the project objective did not specify a quantitative gain, this was so low that it does not indicate much project impact on students' career awareness. Pretest mean scores were too high; students knew 75 percent of test items before program participation. This shows that the test is too easy and needs to be revised to adequately measure student progress. In addition, project staff should consider including in the objective a quantifiable measure of project success (for example, 80 percent of participants will gain at least 25 percent from pretest to posttest).

TABLE 1

[a]

Student Mean Scores on a Program-Developed Test, Vocational and Career Choices Project, 1984-85

School	Grade	N	Mean Scores: Pretest Raw Score	Mean Scores: Pretest %Correct	Mean Scores: Posttest Raw Score	Mean Scores: Posttest %Correct	Percent Gain
PS 246	7	80	17	85%	17	85%	0%
PS 320	7	80	15	75	17	85	10
IS 16	8	86	14	70	15	75	5
TOTAL		246	15	75	16	80	5

[a] Perfect Raw Score = 20

- Overall mean pretest raw score was 15; mean posttest raw score was 16, and overall percent gain was five.

SCHOOL COMMUNITY EDUCATION PROGRAM IN NEW YORK CITY
VOCATIONAL AND CAREER CHOICES

NAME _____ GRADE _____

SCHOOL _____ DATE _____

MARK THE BOX NEXT TO THE BEST ANSWER. THERE IS ONLY ONE CORRECT ANSWER TO EACH QUESTION. DON'T WORRY IF YOU DON'T KNOW ALL THE ANSWERS JUST DO YOUR BEST.

1. A skill is something you

a) eat. ☐
b) know how to do. ☐
c) wear. ☐
d) like to do. ☐

2. An interest is something you

a) know how to do. ☐
b) eat. ☐
c) like to do. ☐
d) wear. ☐

3. To choose the right high school for yourself you should

a) Know somebody who goes to the school. ☐
b) learn to travel by subway and bus. ☐
c) ask your friends. ☐
d) think about what you want to do after high school. ☐

4. If you know what skills you have and what you like to do, it will help you to

a) learn to read. ☐
b) choose the right high school. ☐
c) have more friends. ☐
d) finish your homework. ☐

O.E.E. 1/83

5. If you know what interest you have and what you like to do, it will help you to

a) choose the right career. a) ☐
b) learn to cook. b) ☐
c) have more friends. c) ☐
d) finish your homework. d) ☐

6. The best way to choose a job is to

a) learn all the facts about the job. a) ☐
b) ask your friends. b) ☐
c) ask your family. c) ☐
d) ask your teachers. d) ☐

7. A boy in the sixth grade today will most probably

a) work for at least 30 years. a) ☐
b) get married. b) ☐
c) have children. c) ☐
d) all of the above. d) ☐

8. A girl in the sixth grade today will most probably

a) work for at least 30 years. a) ☐
b) get married. b) ☐
c) have children. c) ☐
d) all of the above. d) ☐

9. The best way to learn about a particular job is to

a) read books about the job. a) ☐
b) talk to somebody who has the job. b) ☐
c) think about having the job. c) ☐
d) ask your friends about the job. d) ☐

10. A career cluster contains jobs which

a) pay a lot of money ☐ a)
b) require a college education ☐ b)
c) are easy to learn ☐ c)
d) are related to each other ☐ d)

11. White collar workers are

a) people who went to college ☐ a)
b) people who wear white uniforms ☐ b)
c) people who have clerical or professional jobs ☐ c)
d) people who work indoors ☐ d)

12. Which of these peoole works in the transportation careers cluster?

a) taxi driver ☐ a)
b) automobile mechanic ☐ b)
c) computer programmer ☐ c)
d) secretary ☐ d)

13. Which of these people does <u>not</u> work in the health careers cluster?

a) dentist ☐ a)
b) ambulance driver ☐ b)
c) plumber ☐ c)
d) pharmacist ☐ d)

14. Which of these people works in the business careers cluster?

a) bank teller ☐ a)
b) librarian ☐ b)
c) mechanic ☐ c)
d) cook ☐ d)

15. Which of these people works in the communications careers cluster? 53449

a) actor a) ☐
b) telephone operator b) ☐
c) teacher c) ☐
d) security guard d) ☐

16. Which of these people works in a public service job?

a) T.V. reporter a) ☐
b) waitress b) ☐
c) football player c) ☐
d) police officer d) ☐

17. Which of these workers <u>had to go</u> to college to get her job?

a) police officer a) ☐
b) secretary b) ☐
c) astronaut c) ☐
d) photographer d) ☐

18. Which of these workers did <u>not</u> have to go to college to get his job?

a) businessman a) ☐
b) teacher b) ☐
c) lawyer c) ☐
d) chemist d) ☐

19. Which of these workers probably does <u>not</u> work in New York City?

a) T.V. reporter a) ☐
b) teacher b) ☐
c) farmer c) ☐
d) actor d) ☐

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20. Boys and girls should plan to finish high school

a) so they can go to college. a) ☐

b) so they can get a good job. b) ☐

c) so they will have skills. c) ☐

d) all of the above. d) ☐

21. I would like to be a _____.